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ABSTRACT

This curriculum guide is for a semester length elective course on the world's major religions designed to be used at the 10th grade level in the Newtown Public Schools, Newton, Connecticut. It reviews each religion's origins, historical developments, sacred literature, beliefs, values, and practices while emphasizing the impact of religion on history, culture, contemporary issues and affairs, and the arts. The course units concern primitive religions, Judaism, Zoroastrianism, Christianity, Islam, Hinduism, Buddhism, Jainism, Sikhism, Taoism, Confucianism, and Shintoism. Outlined for each unit are objectives, content, text materials, audiovisual materials, and suggested activities. The document also contains a National Council for the Social Studies paper entitled "Including the Study about Religions in the Social Studies Curriculum: A Position Statement and Guidelines" ("Social Education," May 1985) and the following front matter: (1) a description of the Newton Public Schools Social Studies philosophy and goals; (2) Bloom's Taxonomy chart; (3) an outline of the components of the writing process; (4) a speaking, listening, and viewing skills position statement; (5) a list of speaking skills objectives; (6) a list of listening /viewing objectives; and (7) the K-12 Social Studies Scope and Sequence. (DJC)

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WORLD RELIGIONS

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A CURRICULUM GUIDE

Newtown Public Schools
Newtown, Connecticut

SO 019 308

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SOCIAL STUDIES

PHILOSOPHY

We live in a diverse, dynamic and interdependent world. In this complex world, the purpose of social studies education is to prepare students to lead productive and fulfilling lives as responsible citizens. We seek to help students acquire the requisite knowledge, skills, values, and experiences to understand and participate in local, national, and global communities. Recognizing the individual needs of our students, we strive to provide social studies programs which will enable students to develop to their fullest potential. This can be achieved through the combined efforts of receptive students, skilled teachers, cooperative homes, and a supportive community.

GOALS

1. To provide students with an integrated knowledge of the world at large and the world at hand; the world of individuals and the world of institutions: the world past, and the world of the present and future. Instruction will focus on the following disciplines:
   - History and Geography: our nation and our world
   - Government: theories and forms
   - Economics: theories and systems
   - Anthropology, Sociology and Religion: cultures and institutions - past and present
   - Psychology: interpersonal and intergroup relationships
2. To help students develop the skills that will enable them to acquire, organize, analyze, evaluate, and utilize information to clarify issues and solve problems. Skill development will focus on the following:

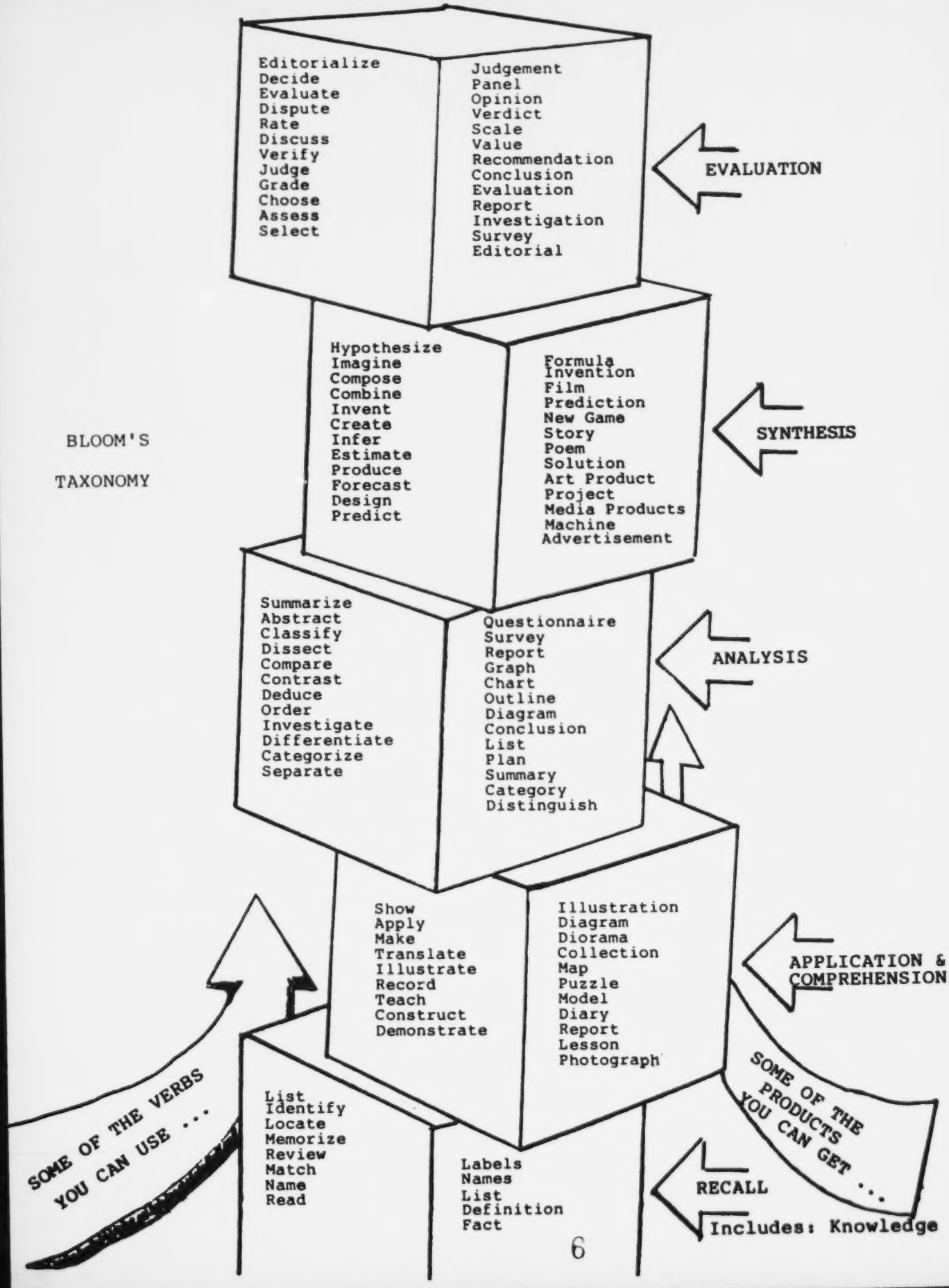
- Data Gathering: identifying, compiling and classifying information
- Critical Thinking: identifying issues; comparing, questioning, analyzing, synthesizing, interpreting and evaluating information: drawing conclusions and making inferences
- Decision Making: weighing courses of action, possible solutions and their consequences and making reasoned and intelligent decisions
- Communication: reading, listening and the effective communication of ideas orally and in writing
- Interpersonal: understanding of one's own beliefs, feelings, abilities and shortcomings and how they affect relations with others; seeing things from the point of view of others, constructive ways of dealing with criticism and conflict and working effectively with others.

3. To educate students in those values necessary for living as responsible citizens in a democratic society. Education in values will focus on:
   - Development of a positive self-image and sense of self-worth
   - An awareness of and responsibility for one's own behavior
   - A respect for the rights and property of others
   - Understanding values in individuals and groups different from one's own culture
   - A respect for an individual's right to express viewpoints and feelings.

4. To connect the school with the community by providing experiences

which will allow the students to use the knowledge, skills and values acquired in the social studies classroom. The focus of these experiences will be:

- Providing opportunities for participation in decision making in the school setting
- Encouraging an interest in improving the physical, intellectual and social condition of human beings
- Providing opportunities for active participation in school and community organizations and the democratic process
- Providing opportunities for participation in public life as responsible citizens.


BLOOM'S
TAXONOMY
Editorialize
Decide
Evaluate
Dispute
Rate
Discuss
Verify
Judge
Grade
Choose
Assess
Select
Judgement
Panel
Opinion
Verdict
Scale
Value
Recommendation
Conclusion
Evaluation
Report
Investigation
Survey
Editorial
EVALUATION
Hypothesize
Imagine
Compose
Combine
Invent
Create
Infer
Estimate
Produce
Forecast
Design
Predict
Formula
Invention
Film
Prediction
New Game
Story
Poem
Solution
Art Product
Project
Media Products
Machine
Advertisement
SYNTHESIS
Summarize
Abstract
Classify
Dissect
Compare
Contrast
Deduce
Order
Investigate
Differentiate
Categorize
Separate
Questionnaire
Survey
Report
Graph
Chart
Outline
Diagram
Conclusion
List
Plan
Summary
Category
Distinguish
ANALYSIS
Show
Apply
Make
Translate
Illustrate
Record
Teach
Construct
Demonstrate
Illustration
Diagram
Diorama
Collection
Map
Puzzle
Model
Diary
Report
Lesson
Photograph
APPLICATION &
COMPREHENSION
SOME OF THE VERBS
YOU CAN USE ...
List
Identify
Locate
Memorize
Review
Match
Name
Read
Labels
Names
List
Definition
Fact
SOME OF THE
PRODUCTS
YOU CAN GET ...
RECALL
Includes: Knowledge

Components of the Writing Process

Students on all levels, K-12, will practice all the following processes for each piece of writing to the extent and depth appropriate.

Prewriting: The student will brainstorm the assigned, suggested, or self-initiated topic by listing his/her ideas, thoughts, and feelings about the topic; expand the list by adding specifics to the ideas, thoughts, and feelings; select those parts of the specified list that are relevant to or useful for the piece of writing; and organize the selected specifics according to an outline or plan.

Composing: The student will produce a rough draft working from a plan, without concern for correctness of form, adding to or changing the plan as the writing develops.

Conferring: The student will confer with the teacher and/or peers about the rough draft, accepting suggestions about the organization, depth, and development of the writing; and decide (a) to research or expand the topic further, (b) to reorganize and rewrite, (c) to confer again, or (d) not to continue with the writing.

Revising, Editing, and Proofreading: The student will rewrite, checking for unity, coherence, and proper use of mechanics and manuscript form.

Publishing: The student will share his/her writing with his/her audience.

SPEAKING, LISTENING, & VIEWING SKILLS

POSITION STATEMENT

Speaking, listening, and viewing are communication skills that every student must develop if he or she is to live and learn effectively. These are active rather than passive processes. To become a fluent speaker, the student should be given the opportunity to speak for a variety of reasons. To become an effective listener, the student should be guided to listen for a specific purpose in a variety of contexts. To become a discerning viewer, the student should be guided to evaluate content in a variety of visual formats. Speaking, listening, and viewing skills should be practiced throughout the year in all curriculum areas.

SPEAKING

1. The speaker will use appropriate words, pronunciation and grammar.
2. The speaker will use non-verbal signs appropriate for the situation.
3. The speaker will use suitable volume, rate, and clarity.
4. The speaker will recognize when he/she is not being understood.
5. The speaker will express ideas clearly and concisely and elaborate upon a point by citing evidence and/or offering examples.
6. The speaker will ask questions to obtain information.
7. The speaker will answer questions appropriately.
8. The speaker will give concise and accurate directions.
9. The speaker will describe another's viewpoint and/or opinion.
10. The speaker will be able to express feelings to others.
11. The speaker will be able to use standard English.
12. The speaker will participate in teacher-led, small group, and panel discussions.

LISTENING/VIEWING

1. The learner will be able to identify and discriminate between and among sounds and images.

2. The learner will be able to listen/view for the purpose of following directions.

3. The learner will be able to listen/view literally for items of information, sequence, main ideas, comparisons/contrasts, and cause/effect relationships.

4. The learner will be able to listen/view interpretively in order to infer main idea, supporting details, comparison/contrasts, cause/effect relationships, and to infer meaning from figurative language.

5. The learner will be able to listen/view interpretively in order to predict outcomes, classify, summarize, and consolidate.

6. The learner will be able to listen/view critically for fact, fiction, opinion, bias, propaganda, assumption, inference, and relevance.

7. The learner will be able to listen/view critically in order to draw and evaluate conclusions and make judgements about content and performance.

8. The learner will be able to listen/view creatively in order to construct sensory images and to articulate emotional responses.

9. The learner will be able to listen/view creatively in order to develop solutions to problems and to formulate new ideas.

10. The learner will be able to use a variety of media hardware.

K-12 SOCIAL STUDIES

SCOPE AND SEQUENCE

K - SELF IN RELATION TO SCHOOL	Students will explore their relationships to each other and to the school environment.
1 - FAMILY LIFE IN THE MODERN WORLD	Students will study family life in their own settings and in communities around the world.
2 - LIVING IN NEIGHBORHOODS AND COMMUNITIES	Students will compare and contrast living in Newtown with living in other communities.
3 - REGIONS OF OUR NATION	Students will study the geography of the regions of our country with an emphasis on Connecticut.
4 - REGIONS OF OUR WORLD	Students will study the geography of our world.
5 - THE FOUNDING OF OUR NATION	Students will study the history of our nation from its beginnings through independence.
6 - CULTURAL STUDIES: The Western Hemisphere	Students will study the geography and cultures of the Western Hemisphere.
7 - CULTURAL STUDIES: The Eastern Hemisphere	Students will study the geography and cultures of the Eastern Hemisphere.
8- THE GROWTH OF OUR NATION	Students will study the history of our nation from its independence to its emergence as a world power.
9 - WESTERN CIVILIZATION I (required)	Students will study Western Civilization from its foundations through the Age of Absolutism.
WESTERN CIVILIZATION II (required)	Students will study Western Civilization from the French Revolution through the 20th century.
10 - ELECTIVES	
SOCIOLOGY	Students will study ways people interact with one another within our society. An examination of the experiences of minority groups within American society will be a major focus.
WORLD RELIGIONS	Students will study the world's major religions: Judaism, Christianity, Islam, Hinduism, and Buddhism.

10 - ELECTIVES (cont.)

ASIAN AND THE MIDDLE EASTERN AREA STUDIES	Students will study the cultures and contemporary issues of Asia and the Middle East.
AFRICA AND LATIN AMERICA	Students will study the cultures and contemporary issues of Africa and Latin America.

11 - U.S. HISTORY: AN INTRODUCTION (required) — Students will study major themes of U.S. History from colonial beginnings through the nineteenth century.

THE UNITED STATES AS A WORLD POWER (required) — Students will study our nation from its emergence as a world power to the present.

A.P. UNITED STATES HISTORY

12 - REQUIRED:

AMERICAN GOVERNMENT AND POLITICAL ISSUES	Students will study local, state, and national government in the United States and significant contemporary political issues.
ECONOMICS	Students will study theories of economics, their application in selected case studies, and significant contemporary economic issues, with an emphasis on the United States

OR

A.P. AMERICAN GOVERNMENT

A.P. ECONOMICS

ELECTIVES:

PSYCHOLOGY	Students will study human development fundamental human processes, interpersonal relationships, mental health, and self realization.

INDEPENDENT STUDY

W O R L D R E L I G I O N S

Robert J. Dilzer, Jr.

Paul H. Horton, Jr.

Spring 1987

"It might well be said that one's education is not complete without a study of comparative religions or the history of religion and its relationship to the advancement of civilization."

Tom Clark, Associate Justice
United States Supreme Court
Abington v. Schempp (1963)

Knowledge about religions is not only a characteristic of an educated person but is also absolutely necessary for understanding and living in a world of diversity. Men and nations think and behave as they do for a variety of reasons, and one powerful casual factor is their value system - their beliefs about life's meaning and purpose. History, our own nation's religious pluralism, and contemporary world events are testimony that religion has been and continues to be an important cultural value. In addition, religion has inspired some of the world's most beautiful art, architecture, literature, and music.

World Religions is a semester length elective course involving an analysis of the beginnings, historical development, sacred literature, beliefs, values, and practices of the world's major religions. Special emphasis is given to the impact of religion on history, culture, contemporary issues and affairs, and the arts.

WORLD RELIGIONS: Objectives

1. The student will define "religion" as an initial step toward an understanding of what values, beliefs, and behaviors might be considered religious.

2. The student will determine how knowledge about religions contributes to an understanding of people, nations, cultures, contemporary issues and affairs, and the arts.

3. The student will investigate the diversity of religions, religious experiences, and religious expressions.

4. The student will analyze man's need for and uses of religion.

5. The student will identify the world's major religions and describe their beginnings, historical development, sacred literature, beliefs, values, and practices.

6. The student will evaluate the impact of religion on history, culture, contemporary issues and affairs, and the arts.

7. The student will identify and define terms and concepts that are essential to an understanding of the world's major religions.

8. The student will compare and contrast the world views of the world's major religions.

9. The student will discover that religion is an important cultural value whose effects have been felt throughout history and the world today.

10. The student will evaluate the importance of objectivity, mutual understanding, and respect in studying the beliefs, values, and practices of the world's religions.

11. The student will assess the need to understand the meaning of religious beliefs, values, and practices in order to both understand and respond in a proper and positive manner to these phenomena when encountered in everyday life.

12. The student will continue to develop and use the various attitudes and skills that are essential to a study of history and the social sciences (i.e. acquiring, organizing, analyzing, interpreting, and evaluating data; critical reading, listening, thinking, and questioning; and effective oral and written communication).

COURSE OUTLINE

Unit 1: World Religions: An Introduction (2½ weeks)

Unit 2: Primitive Religions (1 week)

Unit 3: Judaism (2½ weeks)

Unit 4: Zoroastrianism (2 classes)

Unit 5: Christianity (2½ weeks)

Unit 6: Islam (2½ weeks)

Unit 7: Hinduism (2 weeks)

Unit 8: Buddhism (2 weeks)

Unit 9: Jainism and Sikhism (3 classes)

Unit 10: Taoism and Confucianism (3 classes)

Unit 11: Shinto (2 classes)

Unit 1: World Religions: An Introduction (2½ weeks)

Objectives:

The student will:

define religion.

name the world's major religions.

identify and explain five reasons for studying the world's religions.

demonstrate an awareness of the diversity of religion by investigating ways religion is expressed in his/her community, nation, and world.

identify, explain, and cite examples of four types of sacred places and determine why religions have sacred places.

identify, explain, and cite examples of five types of sacred times and determine why religions have sacred times.

identify and analyze man's need for and uses of religion.

evaluate the importance of objectivity, mutual understanding, and respect in studying the world's religions.

Content:

A. Definition of Religion

B. The World's Religions

C. Reasons for Studying the World's Religions

D. Religious Expression

E. Man and His Gods: Communication

F. Sacred Places and Sacred Times

G. Man's Need For and Uses of Religion

H. The Study of Religion: Key Concepts and Attitudes

Text Materials:

Religions of the World, chapter 1.

Readings in World Religions, part I.

AV Materials:

"Many People Many Faiths" (S/Fs)

"Religious Expression" (S/Fs)

"Man and His Gods: An Inquiry Into the Nature of Religion" (2 sound/slide presentations)

Suggested Activities:

1. Using the telephone directory as a source of information, ask students to identify and locate evidence of religious expression in the Newtown-Danbury area.

2. As an individual/group/class project, have students create a bulletin board display of religious expression in the Newtown-Danbury area.

3. Have students construct a chart listing the world's major religions as well as the time and place of origin, founder, size, symbol(s), and geographic areas of influence in the 20th century.

4. Using a world map, have students locate the areas of influence of the world's major religions as well as areas of conflict where religion is a significant factor.

5. Have students write an essay in which they identify and explain five reasons for studying the world's religions.

6. Have students prepare an oral/written report on a well known 20th century individual whose thinking and behavior can only be understood through a knowledge of his/her religion.

7. Have students prepare an oral/written report on a contemporary issue or event in which religion is a significant factor.

8. As an individual/group/class project, create a bulletin board display illustrating the influence of religion on art, architecture, literature, and music.

9. Have students complete a chart which contains the following headings: types of sacred places, specific examples, and religions from which the examples are taken.

10. Have students complete a chart which contains the following headings: types of sacred times, specific examples, and religions from which the examples are taken.

11. Have students prepare an oral/written report which illustrates the types of situations in which some people turn to religion.

12. Have students write an essay explaining what type of religion studies is legal in the public schools.

13. Have students read and react to an article such as the "Sacred Rac" and/or the "Naciremas" and identify the dangers of ethrocentrism in religion studies.

Unit 2: Primitive Religions (1 week)

Objectives:

The student will:

define and explain the terms and concepts necessary for an understanding of primitive man and his religion.

identify and evaluate our sources of information of primitive man and his religion.

construct the world view of primitive man.

analyze the religious beliefs, values, and practices of a present day primitive people (e.g. Australian Aborigines).

Content:

A. Primitive Religion: Terms and Concepts

B. Primitive Religion: Sources of Information

C. The Primitive's World View

D. Present Day Primitive Religion

Text Materials:

Religions of the World, chapter 2

Readings in World Religions, part II

AV Material:

"A Stone Age Faith Today" (Fs)

Suggested Activities:

1. Using a world map, have students locate those areas where primitive religions continue to exist.

2. Have students prepare an oral/written report on how we are able to learn about primitive religions (both past and present).

3. As an individual/group/class project, create a bulletin board display on primitive religions.

4. Have students construct a chart summarizing the world view of primitive man. Categories should include: cosmos, deity, man, man's plight, salvation, conduct, and destiny.

5. Have students prepare an oral/written report on a present-day primitive religion.

Unit 3: Judaism (2½ weeks)

Objectives:

The student will:

define and explain the terms and concepts necessary for an understanding of Judaism.

identify, analyze, and evaluate the significance of key individuals and events in the history of Judaism.

survey the Jewish experience in America and determine how Jewish thought and practice have been affected by that experience.

read selections from and summarize the organization and content of Judaism's sacred literature.

analyze the basic beliefs and values of Judaism and determine their impact on Jewish life.

investigate the role of both the family and the home, and the synagogue and the rabbi in Jewish thought and practice.

identify and determine the importance of the Sabbath, holy days and festivals, and life-cycle rituals in Jewish life.

compare and contrast Orthodox, Conservative, and Reform Judaism.

examine contemporary Judaism with a focus on Zionism and the State of Israel.

investigate the question, What is a Jew?

Content:

A. Introduction to Judaism: Terms and Concepts

B. History of Judaism

C. Judaism in America

D. Sacred Literature: The Concept of Torah

E. Beliefs and Values

F. The Home, the Synagogue, and the Rabbi

G. Sacred Calendar

H. Life-Cycle Rituals

I. Judaism: Orthodox, Conservative, and Reform

J. Contemporary Judaism

K. Jewish Identity: What is a Jew?

Text Materials:

Religions of the World, chapter 4

Readings in World Religions, part III

Supplemental Materials:

Ethics of World Religions, pp. 7-30

The Law of Judaism (Time-Life Reprint)

AV Materials:

"Ages of Anguish" (S/Fs)

"Jewish Life-Cycle Rituals" (S/Fs)

"Hear, O Israel" (S/Fs)

"The World's Great Religions: Judaism" (2 S/Fs)

Suggested Activities:

1. Have students construct a time line containing the major events and personalities in Jewish history.

2. Have students write a newspaper article on one of the following: (a) the Exodus from Egypt, (b) the Babylonian Exile, (c) the Destruction of the Temple in 70 A.D., (d) The Emancipation, or (e) the Birth of the State of Israel.

3. Have students write a newspaper or TV interview with an individual they consider to be of primary importance in Jewish history.

4. After viewing the filmstrip "Ages of Anguish," have students write an essay explaining what picture or words had the greatest impact on them and why.

5. Have students prepare an oral/written report on the conflict between Israel and her Arab neighbors.

6. Have students prepare an oral/written report in which they describe the Jewish experience in America. Topics should include immigration, assimilation, and the impact Judaism and America have had on one another.

7. Have students construct a chart illustrating the organization and content of the Jewish Bible.

8. Have students construct a chart summarizing the world view of Judaism. Categories should include: cosmos, deity, man, man's plight, salvation, conduct, and destiny.

9. Have students construct a model and/or prepare a series of diagrams and pictures which illustrate both the synagogue and Jewish worship.

10. Have students construct a chart which identifies the major Jewish holy days/festivals as well as when they occur, what they commemorate, and how they are observed.

11. Have students prepare an oral/written report (preferably with illustrations) on a bar mitzvah or a traditional Jewish wedding ceremony.

12. Have students construct a chart comparing and contrasting Orthodox, Conservative, and Reform Judaism.

13. As an individual/group/class project, have students create a bulletin board display on Judaism.

Unit 4: Zoroastrianism (2 classes)

Objectives:

The student will:

define and explain the terms and concepts necessary for an understanding of Zoroastrianism.

examine the life and teachings of Zoroaster.

investigate the practice of Zoroastrianism as it exists today among the Parsis.

Content:

A. Introduction to Zoroastrianism: Terms and Concepts

B. The Life and Teachings of Zoroaster

C. Modern Zoroastrianism: The Parsis

Text Material:

Readings in World Religions, part IV

AV Material:

"Religions of India: Zoroastrianism"

Suggested Activities:

1. Have students construct a chart summarizing the world view of Zoroastrianism. Categories should include: cosmos, deity, man man's plight, salvation, conduct, and destiny.

2. Have students prepare a newspaper article about the Parsis.

Unit 5: Christianity (2½ weeks)

Objectives:

The student will:

define and explain the terms and concepts necessary for an understanding of Christianity.

examine the life and teachings of Jesus.

identify, explain, and evaluate the significance of key individuals and events in the history of Christianity.

compare and contrast Roman Catholic, Orthodox, and Protestant Christianity.

survey the interaction between Christianity and American culture.

read selections from and describe the organization and content of the Christian Bible.

analyze the basic beliefs and values of Christianity and determine what it means to live a Christian life.

identify and evaluate the importance of sacred places and sacred times in Christian thought and practice.

investigate the situation of Christianity in today's world.

analyze the relationship between Christianity and Judaism.

Content:

A. Introduction to Christianity: Terms and concepts

B. The Life and Teachings of Jesus

C. The History of Christianity

D. Christianity: Roman Catholic, Protestant, and Orthodox

E. Christianity in America

F. Sacred Literature: The Bible

G. Beliefs: The Apostles' Creed

H. Sacred Calendar

I. Rites of Passage

J. Christian Churches and Worship Services

K. Contemporary Christianity

L. Relationship between Christianity and Judaism

Text Materials:

Religions of the World, chapter 5

Readings in World Religions, part V

Supplemental Materials:

Ethics of World Religions, pp. 33-56

Christianity, (Time-Life Reprint)

AV Materials:

"Not Only on Sunday" (S/Fs)

"Blessed be the Kingdom" (S/Fs)

"Lift up Your Hearts" (S/Fs)

"Make a Joyful Noise" (S/Fs)

"American Genesis" (S/Fs)

"The Protestant Reformation" (VC)

"The World's Great Religions: Christianity" (2 S/Fs)

Suggested Activities:

1. Have students construct a time line containing the major events and personalities in Christian history.

2. Have students write a newspaper article on one of the following: (a) the crucifixion of Jesus, (b) the Edict of Milan, (c) the Schism of 1054, (d) the Protestant Reformation, or (e) Ecumenism in the Twentieth Century.

3. Have students write a newspaper or TV interview with an individual they consider to be of primary importance in Christian history.

4. Have students prepare an oral/written report in which they describe the Christian experience in America. Topics should include immigration, assimilation, a comparison with Jewish immigrants to America, and the impact Christianity and America have had on one another.

5. Have students construct a chart illustrating the organization content of the Christian Bible.

6. Have students construct a chart summarizing the world view of Christianity. Categories should include: cosmos, deity, man, man's plight, salvation, conduct, and destiny.

7. Jesus often used parables while teaching. Have students make up and/or act out a parable illustrating one or more of the qualities or behaviors emphasized by Jesus in his Sermon on the Mount.

8. Have students construct a chart comparing and contrasting Orthodox, Catholic, and Protestant Christianity.

9. Have students construct models and/or prepare a series of diagrams and pictures which illustrate a typical Greek Orthodox Church, Roman Catholic Church, and Protestant Church and their worship services.

10. Have students construct a chart which identifies the major Christian holydays as well as when they occur, what they commemorate, and how they are observed.

11. Have students prepare an oral/written report on one or more Christian rites of passage.

12. Using the symbol of a tree, have students diagram the fragmentation that has occurred within Christianity.

13. With all students participating, have a panel discussion identifying and describing the major Christian Churches of the United States.

14. Have students research and discuss the positions of various Christian Churches on current political, economic, and social issues.

15. As an individual/group/class project, create a bulletin board display on Christianity.

Unit 6: Islam (2½ weeks)

Objectives:

The student will:

define and explain the terms and concepts necessary for an understanding of Islam.

examine the life and teachings of Mohammed.

identify, explain, and evaluate the significance of key individuals and events in the history of Islam.

compare and contrast Sunni and Shi'a Islam.

read selections from and describe the organization and content of the Quran.

identify and describe the basic beliefs and practices of Islam and determine what it means to be a Muslim.

describe Islamic art and architecture as well as the arrangement and use of the mosque.

evaluate the impact of Islam on world history and culture.

examine contemporary Islamic thought and practice including Islamic revivalism.

determine the relationship of Judaism, Zoroastrianism, Christianity, and Islam to one another.

Content:

A. Introduction to Islam: Terms and Concepts

B. The Life and Teachings of Mohammed

C. The History of Islam

D. Islam: Sunni and Shi'a

E. Sacred Literature: The Quran

F. Beliefs: The Six Doctrines

G. Practices: The Five Pillars

H. Islamic Achievements and Cultural Influences

I. Contemporary Islam

J. The Relationship of Judaism, Zoroastrianism, Christianity, and Islam to one another

Text Materials:

Religions of the World, chapter 6

Readings in World Religions, part VI

Supplemental Materials:

Ethics of World Religions, pp. 59-81

The World of Islam, (Time-Life Reprint)

AV Materials:

"Islam" (S/Fs)

"The Hajj" (S/Fs)

"Mohammed: The Last Prophet" (S/Fs)

"Understanding Islamism" (S/Fs)

"Religions of India: Islam" (S/Fs)

"The World's Great Religions: Islam" (2 S/Fs)

Suggested Activities:

1. Using a world map, have students locate Islam's areas of influences.
2. Have students construct a time line containing the major events and personalities in Islamic history.
3. Have students write a newspaper or TV interview with Mohammed focusing on his life and his achievements.
4. Have students construct a chart comparing and contrasting Sunni and Shi's Islam.
5. Have students construct a chart illustrating the organization and content of the Quran.
6. Have students construct a chart summarizing the world view of Islam. Categories should include: cosmos, deity, man, man's plight, salvation, conduct, and destiny.
7. Imagining themselves as muslims, have students write ten journal entries covering an entire Islamic year. Entries should cover the entire spectrum of Islamic prayer and worship.

8. Imagining themselves as muslims on Hajj, have students write a letter to their family describing their experiences.

9. Have students construct a model and/or prepare a series of diagrams and pictures which illustrate both the mosque and Islamic worship.

10. Have students write a newspaper or TV interview with the Ayatollah Khomeini in which he focuses on Shi'a Islam, his life, his achievements, and his vision for the future.

11. Divide the class into groups representing the various groups involved in the Arab-Israeli conflict. Ask them to attempt to negotiate an agreement which will bring peace to the Middle East.

12. Have students research and discuss the position of Islam on current political, economic, and social issues.

13. Have students prepare an oral/written report describing and evaluating contemporary Islamic revivalism.

14. Have students construct a chart comparing and contrasting Judaism, Christianity, and Islam.

15. As an individual/group/class project have students create a bulletin board display on Islam.

Unit 7: Hinduism (2 weeks)

Objectives:

The student will:

define and explain the terms and concepts necessary for an understanding of Hinduism.

survey the historical development of Hinduism and determine the impact of Hinduism on Indian history, society, and culture.

explain the importance of Brahma in Hinduism and determine how Hinduism encourages individual approaches to Brahma.

explain the Hindu concept of nirvana and describe the three paths to nirvana found in the Hindu tradition.

interpret the Hindu view of life as represented by the four stages of life.

describe the theory and practice of yoga.

read selections from and describe the organization and content of Hinduism's religious literature.

analyze the basic beliefs, values, and practices of Hinduism and determine what it means to be a Hindu.

Content:

A. Introduction to Hinduism: Basic Terms and Concepts

B. Historical Development of Hinduism

C. The Three Paths to Nirvana: Works, Knowledge, and Devotion

D. The Four Stages of Life

E. Yoga: Theory and Practice

F. Sacred Literature

G. Hindu Beliefs, Values, and Ethics

H. Modern Hinduism: Worship and Festivals

Text Materials:

Religions of the World, chapter 7

Readings in World Religions, part VII

Supplemental Materials:

Ethics of World Religions, pp. 83-101

Hinduism, (Time-Life Reprint)

AV Materials:

"Introduction to Hinduism" (S/Fs)

"Hindu Rituals" (S/Fs)

"Understanding Hinduism" (S/Fs)

"Religions of India: Hinduism" (S/Fs)

"The World's Great Religions: Hinduism" (2 S/Fs)

Suggested Activities:

1. Have students construct a time line containing the major events, eras, and personalities in Hindu history.

2. Have students construct a chart which diagrams the three paths to nirvana.

3. Have students construct a chart which illustrates the four stages of life.

4. Have students construct a chart illustrating and/or diagraming the caste system and the relationships which exist among samsara, karma, and dharma.

5. Have students discuss deja vu and its relationship to the Hindu concept of samsara.

6. Imagining themselves as visitors to India who are living with Hindu families for a year, have students write a series of letters describing the thought and practice of Hinduism.

7. Have students meditate for a short period of time in an attempt to understand the theory and practice of yoga.

8. Have students construct a chart summarizing the world view of Hinduism. Categories should include: cosmos, deity, man, man's plight, salvation, conduct, and destiny.

9. Have students write a newspaper or TV interview with Mohandas Gandhi in which he discusses how his thinking and behavior is influenced by his Hindu religion.

10. Working in groups, have students decide how a devout Hindu might respond to each of the following present-day phenomena:

    a. using drugs or alcohol to escape responsibility or blot out unpleasant episodes in life.

    b. hijackings and bombings to achieve political goals.

    c. wholesale slaughter of animals or marine life: industrial pollution.

    d. corporate "gamesmanship," or attempts to succeed in business at any costs.

    e. despair and suicide.

11. As an individual/group/class project, have students create a bulletin board display on Hinduism.

12. Have students prepare an oral/written report on one or more Hindu myths.

Unit 8: Buddhism (2 weeks)

Objectives:

The student will:

define and explain the terms and concepts necessary for an understanding of Buddhism.

examine the life and teachings of Siddhartha Gautama.

survey Buddhism's historical development with an emphasis on the two schools of doctrine: Hinayana (Theravada) and Mahayana.

read selections from and describe the organization and content of Buddhism's religious literature.

describe the spiritual lives of members of the Buddhist monastic community (the Sangha) as well as the religion's lay followers.

examine and describe Buddhist rituals.

explain the importance of meditation in the Buddhist tradition.

evaluate the impact of Buddhism on Asian history and culture.

determine the relationship of Buddhism to Hinduism.

Content:

A. Introduction to Buddhism: Terms and Concepts

B. The Life and Teachings of Siddhartha Gautama

C. The Four Noble Truths, Eightfold Path, and Middle Way

D. Buddhism's Sacred Literature

E. Buddhism: Hinayana (Theravada) and Mahayana

F. The Buddhist Monastic Community: The Sangha

G. Buddhist Rituals: Meditation, Worship, and Rites of Passage

H. The Impact of Buddhism on Asian History and Culture

I. The Relationship between Buddhism and Hinduism

Text Materials:

Religions of the World, chapter 8

Readings in World Religions, part IX

Supplemental Materials:

Ethics of World Religions, pp. 103-124

The Path of Buddhism, (Time-Life Reprint)

AV Materials:

"Gautama Buddha: The Enlightened One"(S/Fs)

"Buddhism in Burma" (S/Fs)

"Buddhism in Japan" (S/Fs)

"Understanding Buddhism"

"Religions of India: Buddhism"

"The World's Great Religions: Buddhism" (2 S/Fs)

Suggested Activities:

1. Have students construct a time line containing the major events and personalities in Buddhist history.
2. Have students write a newspaper or TV interview with Siddhartha Gautama in which he is asked about his search for enlightenment.
3. Have students construct a diagram which illustrates the Middle Way.
4. Have students construct a chart comparing and contrasting Hinayana and Mahayana Buddhism.
5. Using a map of Asia, have students locate the areas of influence of both Hinayana and Mahayana Buddhism.
6. As a young man who has recently been initiated into the Sangha, write a series of letters to your American friends describing the ceremony and your life as a bhikku.
7. Imagine that your are spending a year with a Buddhist family in Thailand. Write a series of letters to your American friends describing Buddhist thought and practice.

8. Have students prepare an oral/written report on Zen.

9. Have students ponder Zen Koans, discuss their significance, and evaluate their purpose in Zen Buddhism.

10. Have students prepare an oral/written report analyzing the influence of Buddhism on Asian history and culture.

11. As an individual/group/class project, have students prepare a bulletin board display on Buddhism.

Unit 9: Jainism and Sikhism (3 classes)

Objectives:

The student will:

- define and explain the terms and concepts necessary for an understanding of Jainism and Sikhism.
- examine the life and teachings of Mahavira and Nanak.
- investigate the causes of the conflict between Sikhs and the Indian government.
- analyze the practice of Jainism and Sikhism in modern India.
- determine the relationship of Hinduism, Buddhism, Jainism, and Sikhism to one another.

Content:

A. The Life and Teachings of Mahavira

B. Jainism: Terms and Concepts

C. The Life and Teachings of Nanak

D. Sikhism: Terms and Concepts

E. The Practice of Jainism and Sikhism in Modern India

F. The Conflict between Sikhs and the Indian Government

G. The Relationship of Hinduism, Buddhism, Jainism, and Sikhism to one another

Text Material:

Readings in World Religions, parts VIII and X

AV Materials:

"Religions of India: Jainism"(S/Fs)

"Religions of India: Sikhism" (S/Fs)

Suggested Activities:

1. Using a map of the Indian sub continent, have students locate the five nations within that geographic region and identify the major religion of each nation.

2. Have students write a newspaper or TV interview with Mahavira in which he is asked about the Jain concept of nirvana as well as the means by which it is achieved.

3. Have students construct a chart illustrating how Sikhism is a blending of Hinduism and Islam.

4. Have students write a newspaper article on Jainism and/or Sikhism.

5. Have students prepare a written/oral report on the conflict between Sikhs and the Indian government.

6. Have students construct a chart comparing and contrasting Hinduism, Buddhism, Jainism, and Sikhism.

7. Have students write a newspaper or TV interview with Nanak in which he is asked about his goals, the means by which they will be achieved, and his vision for the future.

Unit 10: Taoism and Confucianism (3 classes)

Objectives:

The student will:

examine the life and teachings of both Lao-tzu and Confucius.

define and explain the terms and concepts necessary for an understanding of Taoism and Confucianism.

compare and contrast Taoism and Confucianism.

evaluate the impact of Taoism and Confucianism on Chinese history and culture.

determine what the attitudes and policies toward religion of the People's Republic of China have been, and what has happened to religion under its rule.

Text Materials:

Religions of the World, pp. 205-217

Readings in World Religions, chapters 31 and 32

Supplemental Materials:

Ethics of World Religions, pp. 127-146

Faiths of China, (Time-Life Reprint)

AV Material:

"The World's Great Religions: Taoism and Confucianism" (2 S/Fs)

Suggested Activities:

1. Have students prepare an oral/written report on Lao-tzu and the Tao-Teh-Ching.
2. Have students prepare an oral/written report on the life and teachings of Confucius.
3. Have students write a newspaper or TV interview with Lao-tzu and Confucius in which both men explain their views on the causes of and possible solutions for the problems facing China in the 6th century B.C.

4. Have students prepare an oral/written report on the thought and practice of Taoism or Confucianism.

5. Have students construct a chart comparing and contrasting Taoism and Confucianism.

6. Have students draw the circle of tao and list under the appropriate side the characteristics of yang and yin.

7. Have students prepare an oral/written report on the attitudes and policies toward religion in the People's Republic of China and what has happened to religion under its rule.

Unit 11: Shinto (2 classes)

Objectives:

The student will:

define and explain the terms and concepts necessary for an understanding of Shinto.

determine the impact of Shinto on Japanese history and culture.

analyze the place and practice of Shinto in modern Japan.

Content:

A. Shinto: Terms and Concepts

B. Impact of Shinto on Japanese History and Culture

C. The Place and Practice of Shinto in Modern Japan

Text Materials:

Religions of the World, pp. 218-221

Readings in World Religions, chapter 33

AV Material:

"Understanding Shintoism" (S/Fs)

Suggested Activities:

1. Have students construct a model and/or prepare a series of diagrams and pictures which illustrate a Shinto shrine and Shinto worship.

2. Imagining themselves as visitors to Japan who are living with Shinto families for a year, have students write a series of letters describing the thought and practice of Shinto.

3. Have students view nature and identify things which a Shintoist might believe have kami and/or show ways kami may be at work.

4. As an individual/group/class project, have students create a bulletin board display on Taoism, Confucianism, and Shinto.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES POSITION STATEMENT
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Including the Study About Religions in the Social Studies Curriculum: A Position Statement and Guidelines

POSITION STATEMENT

The National Council for the Social Studies in its *Statement on Essentials of the Social Studies* declares that:

> Students need a knowledge of the world at large and the world at hand, the world of individuals and the world of institutions, the world past, and the world present and future.[1]

Religions have influenced the behavior of both individuals and nations, and have inspired some of the world's most beautiful art, architecture, literature, and music. History, our own nation's religious pluralism, and contemporary world events are testimony that religion has been and continues to be an important cultural value. The NCSS Curriculum Guidelines state that "the social studies program should draw from currently valid knowledge representative of human experience, culture, and beliefs."[2] The study about religions, then, has "a rightful place in the public school curriculum because of the pervasive nature of religious beliefs, practices, institutions, and sensitivities."[3]

Knowledge about religions is not only a characteristic of an educated person but is also absolutely necessary for understanding and living in a world of diversity. Knowledge of religious differences and the role of religion in the contemporary world can help promote understanding and alleviate prejudice. Since the purpose of the social studies is to provide students with a knowledge of the world that has been, the world that is, and the world of the future, studying about religions should be an essential part of the social studies curriculum. Omitting study about religions gives students the impression that religions have not been and are not now part of the human experience. Study about religions may be dealt with in special courses and units or wherever and whenever knowledge of the religious dimension of human history and culture is needed for a balanced and comprehensive understanding.

In its 1963 decision in the case of *Abington v. Schempp*, the United States Supreme Court declared that study about religions in the nation's public schools is both legal and desirable. Justice Tom Clark writing the majority opinion stated:

> In addition, it might well be said that one's education is not complete without a study of comparative religions or the history of religion and its relationship to the advancement of civilization. It certainly may be said that the Bible is worthy of study for its literary and historical qualities. Nothing we have said here indicates that such study of the Bible or of religion, when presented objectively as part of a secular program of education, may not be effected consistent with the First Amendment.

Justice William Brennan in a concurring opinion wrote:

> The holding of the Court today plainly does not foreclose teaching about the Holy Scriptures or about the differences between religious sects in classes in literature or history. Indeed, whether or not the Bible is involved, it would be impossible to teach meaningfully many subjects in the social sciences or the humanities without some mention of religion.

If the public schools are to provide students with a comprehensive education in the social studies, academic study about religions should be a part of the curriculum.

[1] Statement on Essentials of the Social Studies, *Social Education* 45.3 March 1981, p. 163.
[2] A Revision of the NCSS Social Studies Curriculum Guidelines, *Social Education* 43.4 April 1979, p. 268.
[3] William E. Collie and Lee H. Smith "Teaching About Religion in the Schools: The Continuing Challenge." *Social Education* 45.1 January 1981, p. 16.

GUIDELINES

1. Study about religions should strive for awareness and understanding of the diversity of religions, religious experiences, religious expressions, and the reasons for particular expressions of religious beliefs within a society or culture.

2. Study about religions should stress the influence of religions on history, culture, the arts, and contemporary issues.

3. Study about religions should permit and encourage a comprehensive and balanced examination of the entire spectrum of ideas and attitudes pertaining to religion as a component of human culture.

4. Study about religions should investigate a broad range, both geographic and chronological, of religious beliefs, practices, and values.

5. Study about religions should examine the religious dimension of human existence in its broader cultural context, including its relation to economic, political, and social institutions as well as its relation to the arts, language, and literature.

6. Study about religions should deal with the world's religions from the same perspective (i.e., beginnings, historical development, sacred writings, beliefs, practices, values, and impact on history, culture, contemporary issues, and the arts).

7. Study about religions should be objective.

8. Study about religions should be academic in nature, stressing student awareness and understanding, not acceptance and/or conformity.

9. Study about religions should emphasize the necessity and importance of tolerance, respect, and mutual understanding in a nation and world of diversity.

10. Study about religions should be descriptive, nonconfessional, and conducted in an environment free of advocacy.

11. Study about religions should seek to develop and utilize the various skills, attitudes, and abilities that are essential to history and the social sciences (i.e., locating, classifying, and interpreting data; keen observation; critical reading, listening, and thinking; questioning; and effective communication).

12. Study about religions should be academically responsible and pedagogically sound, utilizing accepted methods and materials of the social sciences, history, and literature.

13. Study about religions should involve a range of materials that provide a balanced and fair treatment of the subject, and distinguish between confessional and historical fact.

14. Study about religions should be conducted by qualified and certified teachers selected for their academic knowledge, their sensitivity and empathy for differing religious points of view, and their understanding of the Supreme Court's decisions pertaining to religious practices and study about religions in the public schools.

Developed by the 1984 **NCSS Advisory Committee on Religion in the Schools:** Robert J. Dilzer, Jr., 1984 Chair. Adopted by the NCSS Board of Directors, November 1984.

Religion in the Schools Committee 1984

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